

## Inspection date

31 July 2017

Previous inspection date

3 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff develop strong relationships with parents and involve them well in their children's learning. Staff encourage parents effectively to contribute to their children's learning. For example, parents write words in different languages for displays around the nursery.
- Leaders and managers ensure that all staff have a robust knowledge of safeguarding procedures. Staff are able to identify signs and symptoms which would concern them and are very confident with reporting procedures as well as other ways to share concerns.
- All staff have developed highly effective systems for evaluating their provision. Staff have become reflective practitioners and work hard to identify priorities for improvement. Staff complete action plans and work well as a team to share ideas to enhance the children's experience.
- Children make strong progress from their starting points and form warm, nurturing relationships with their key person. Children enjoy the company of the other children and make strong friendships.

### It is not yet outstanding because:

- Staff in the toddlers' room do not always provide children with sufficient opportunity to choose freely from the range of creative resources available, such as different coloured paints.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- enable children to have greater independent access to the variety of resources available to explore their creativity.

### Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector spoke to members of staff and held a meeting with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector sampled documentation, including staff's and children's records, policies and procedures, and evidence of staff suitability to work with children.
- The inspector observed the children in the inside and outside environments.

### Inspector

Kayleigh Fletcher

## Inspection findings

### Effectiveness of the leadership and management is good

Managers have developed effective systems to keep children safe. For example, managers check accidents which occur on the premises each month to highlight any potential risks to the children. Safeguarding is effective. Staff work effectively with other professionals to help support children who have special educational needs and/or disabilities. Leaders are committed to the development of staff. For example, managers support staff well to gain additional qualifications and all new staff are mentored to support them during their induction. The manager monitors staff performance through an effective system of supervision and support to help identify individual targets for improving teaching.

### Quality of teaching, learning and assessment is good

Staff support all children effectively, including those who speak English as an additional language. For example, staff make words in different languages available for children to see. Staff use a variety of ways to support children's language development. For example, staff use signs and gestures to support younger children's understanding. Staff also use varied vocabulary and effective questioning to extend children's thoughts and ideas. Children enjoy a wide variety of activities and show their delight by babbling and squealing when playing with staff. Staff monitor children's progress effectively and use data collected to track the progress of groups and highlight areas for development. Staff communicate effectively with parents and incorporate parents' opinions within their planning and assessments. Children are well prepared for the next stages in learning. For example, children enjoy playing with school uniforms and registers in the role-play area.

### Personal development, behaviour and welfare are good

Staff meet children's care needs well. Children enjoy messy activities such as making 'gloop' and playing with shaving foam. Staff liaise effectively with parents to support children's development at home and in nursery. Children behave well and staff celebrate achievements as well as consistently reinforcing nursery rules. Staff support children to be independent. For example, older children communicate their needs and staff support younger children to feed and serve themselves at mealtimes. Children understand and value the differences in people, for example, as they learn about families from around the world.

### Outcomes for children are good

Children are confident, happy and motivated learners. They understand how to share and be kind to each other. Children develop a wide vocabulary and communicate well with others. They also recognise numbers and help staff identify risks in the garden area.

## Setting details

<b>Unique reference number</b>	EY336168
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1070790
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Mrs Woodman And Mrs Evans Partnership
<b>Registered person unique reference number</b>	RP526307
<b>Date of previous inspection</b>	3 November 2014
<b>Telephone number</b>	01454 850 122

Little Acorns day nursery registered in 2006 and is located in Yate, South Gloucestershire. The nursery is open each weekday, from 7.30am until 6pm, all year round; excluding bank holidays and a week between Christmas and New Year. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs 11 members of staff who work directly with the children. Of these, nine staff hold relevant childcare qualifications at level 3 or above.

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